

## ACADEMIC CLIMATE FOR GOVERNMENT AND PRIVATE SCHOOL TEACHERS IN ANAND DISTRICT, GUJARAT

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### ABSTRACT

*The major objective of this study was to compare the Facilities, Environment and Different problem faced by the Government and Private teachers in Anand District and City. A sample of 100 participants was selected, 50 from the Government and 50 from the Private schools. A structured questionnaire was used as research tool to gather first hand information. Percentage and statistical analyses were carried out to draw inferences. It was found out that government teachers were more job secured as a permanent employment than private school teachers. Private school teachers were more aware of the Guru call system of teaching and its benefits than Government school teachers. Both the Government and Private teachers were agreeing with the current education system and it's benefits. Government teachers agreed that they had enough class size, internet / WiFi facilities, drinking water facility etc. however, they lack parental cooperation, students are unprepared and no freedom to work in the school environment. Government and Private teachers faced the same problem like salary problem and parents were less concerned about their children. Teachers of private schools faced less problems and unnecessary functions (like Gunotshav), because of their employment in Private schools.*

**KEYWORDS:** School Facilities & Academic Environment

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### INTRODUCTION

A school is the major element in the developmental process of any community. The adequate number of school facilities and different environmental factors always has effect on the teachers for their satisfaction and retention in the school. School facilities are building and play ground, parking lots & fixed equipment, and the environment means school having appropriate facilities and well managed classrooms, which are essential for maintaining an educational climate and its heritage.

Students, teachers, staff, and administrators are all affected by the physical environment (Blagojevich, 2006). Successful teaching and learning only can be possible in a clean, quiet, safe, comfortable and healthy environment (Blagojevich, Illinois Capital Development Board, & Illinois State Board of Education, 2006). Buildings that are not properly maintained have the potential to inhibit students' success, due to one or more deficiencies in the facility. Indoor air quality, ventilation and thermal comfort, lighting, acoustics, building age and quality, school size and class size are among the environmental concerns that can impede teacher satisfaction and student success (Blagojevich, 2006). In addition, quality education also strengthens communities (Blagojevich, 2006). Students, teachers, staff, and administrators are all affected by the physical environment (Blagojevich, 2006).

In individual classrooms, lighting and acoustics play a crucial role in a successful learning environment. Research has proven that, proper lighting, including daylight, improves test scores, reduces off - task behavior, increases student achievement (EPA, 2006) and also increases student achievement is, acoustics. Consistency in research has shown that good acoustics equals good academic performances from students (EPA, 2006). Reading, spelling, behavior, attention, and concentration all increase in schools, with proper acoustics (EPA, 2006). Teachers that claim to have the ability to control the temperature in their classroom, show higher satisfaction rates along with an increase in student performance (Moglia et al, 2006). Research shows that age, capacity and size are important factors to consider, when looking at a school facility; however, all factors have other contributing factors that may play a part in the results (Schneider, 2003). In addition, students' performance in reasoning, typing, and maths declines (Schneider, 2002).

The role of teachers in improving the standard of education in the state has been uniformly acknowledged. Yet, the wide disparities between the facilities and environmental conditions of government and private school teachers have been alarming (Newspaper). As such, the main thrust of this study is to highlight the fact that, the facilities and the environment of the school put an effect on the teacher's behavior. This is a major concerned area of every stakeholder, particularly Government, which affects the morale of the private school teachers, whose contribution to the realm of school education is no less vital.



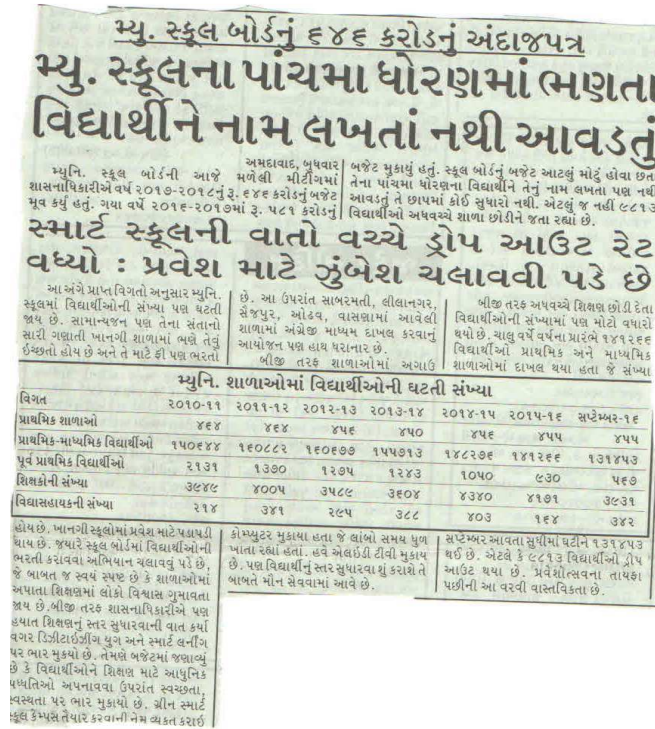


Figure 1

In this context, the present study compares the facilities and environment of school and their effect on teachers in government and private schools of Anand District. It embodies great relevance and significance. The view of school teachers and the problems encountered by them during their stay in school, particularly in teaching process have been taken into consideration for understanding educational climate, both in government and private schools in Anand district. Again, it is assumed that there is no significant difference between government and private school facilities and academic environment wise, in the concerned district.

It is hoped that the outcome of the research will provide valid insights to the policy framers and to the echelons of private management institutions on the hardships and frustration of the teachers in private management schools. It might also inspire them to introspect as to whether the prevailing academic milieu is conducive for the teachers to work to their full potential.

## MATERIALS AND METHODS

Anand district has been selected purposefully due to the presence of many academic institutions and internationally recognized organization like AMUL, IRMA. These are strategically located in between Ahmedabad and Baroda, and it's recognized as a burning academic hub in Gujarat. Both primary and secondary data have been collected. Fifty government and private school teachers have been interviewed, and all data have been gathered through a well-structured questionnaire. School teachers, who were teaching from 1 to 8<sup>th</sup> standards, have been selected purposively, assuming their initial role for building future career of students. All collected data have been coded, analyzed through different statistical techniques.

## RESULT AND INTERPRETATION

Table 1: Profile of the Respondents

	Age				Family Member				
	Government		Private			Government		Private	
	Frequency	Percent	Frequency	Percent		Frequency	Percent	Frequency	Percent
20-25	3	6.0	10	20.0	<u>1-5</u>	<u>21</u>	<u>42.0</u>	<u>22</u>	<u>44.0</u>
<b>25-30</b>	9	18.0	<u>26</u>	<u>52.0</u>	5-10	18	36.0	17	34.0
<b>30-35</b>	<u>24</u>	<u>48.0</u>	7	14.0	10-15	11	22.0	11	22.0
35-40	5	10.0	7	14.0	Education				
40-45	2	4.0	-	-	10+PTC	15	30.0	8	16.0
45-50	2	4.0	-	-	12+PTC	7	14.0	6	12.0
50-55	3	6.0	--	-	Degree	4	8.0	5	10.0
55-65	2	4.0	-	-	<b>BA BEd</b>	<u>24</u>	<u>48.0</u>	<u>26</u>	<u>52.0</u>
					MED	-	-	5	10.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>50</b>	<b>100.0</b>		<b>50</b>	<b>100.0</b>	<b>50</b>	<b>100.0</b>
	Experience				Mode of Appointment				
	Government		Private			Government		Private	
	Frequency	Percent	Frequency	Percent		Frequency	Percent	Frequency	Percent
0-12month	9	18.0	6	12.0	<b>Permanent</b>	<u>34</u>	<u>68.0</u>	9	18.0
1-5year	7	14.0	<u>27</u>	<u>54.0</u>	<b>Contractual</b>	10	20.0	<u>30</u>	<u>60.0</u>
5-6year	10	20.0	5	10.0	Temporary	6	12.0	11	22.0
6-10year	<u>24</u>	<u>48.0</u>	4	8.0					
10-15year	-	-	4	8.0					
15-20year	-	-	4	8.0					
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>50</b>	<b>100.0</b>		<b>50</b>	<b>100.0</b>	<b>50</b>	<b>100.0</b>

Source: Computed from Primary data

From the above table 1, it has been indicated that majority of the respondents of the Government school fell in the category of the age group 30-35 years, with an educational qualification of B.A.,B.Ed and permanent, having experience of 6-10 years. Whereas, in the private school, majority fell under the age category of 25-30 years, had an education BA.BED, 1-5 years' of experience and the mode of appointments were contractual.

It may be due to contractual appointment in the private school. Teachers preferred private school in their early days of teaching for getting some experience, which might be helpful for their entry in to the government schools, or may be due to the minimum five years' experience essential for applying to government school.

Table 2: Guru Kul System and Lecture Method Preferred

	Awareness about the Guru Kul System					Prefer Guru Kul Methodology of Teaching			
	Government		Private			Government		Private	
	Frequency	Percent	Frequency	Percent		Frequency	Percent	Frequency	Percent
<u>YES</u>	-	-	<u>41</u>	<u>82.0</u>	YES	-	-	41	82.0
NO	50	100.0	9	18.0	NO	-	-	9	18.0
Total	50	100.0	50	100.0	Total	-	-	50	100.0
			Benefits of Guru Kul system						
			Government		Private				
			Frequency	Percent	Frequency	Percent			
Strong relationship with guru			-	-	9	18.0			
Learning was closely related to nature and life			-	-	41	82.0			
Total			-	-	50	100.0			
			Lecture method preferred in Education System						

Table 2: Contd.,						
	Government		Private			
	Frequency	Percent	Frequency	Percent		
TRADITIONAL LECTURE	Frequency	Percent	Frequency	Percent		
<b><u>PARTICIPATIVE LECTURE</u></b>	5	10.0	7	14.0		
<b><u>FEEDBACK LECTURE</u></b>	16	32.0	<b>23</b>	<b>46.0</b>		
MEDIATE LECTURE	<b>21</b>	<b>42.0</b>	14	28.0		

Source: Computed from Primary data

Table 2 indicates the awareness about the Guru kul system of teaching and its benefits from the Government and Private school teachers. It is found that majority of the private school teachers had awareness about the Guru kul system of teaching, and, they all preferred the Guru kul methodology of teaching, may be due to a traditionally linked teaching method which protects our sovereignty and culture i.e. a traditionally linked teaching method which protect our sovereignty and culture.

**Table 3: Facilities and Environment**

	Facilities					Environment			
	Government		Private			Government		Private	
	Frequency	Percent	Frequency	Percent		Frequency	Percent	Frequency	Percent
Enough class size	6	12.0	5	10.0	Disrespectful behavior from students	1	2.0	4	8.0
Internet/Wi-Fi facility	6	12.0	6	12.0	Lack of discipline in teachers	3	6.0	5	10.0
Sitting facility for students	5	10.0	6	12.0	Lack of parental cooperation and guidance	19	38.0	11	22.0
Smart classroom	4	8.0	6	12.0	Teachers use phone in classroom during the lecture	3	6.0	14	28.0
Availability of scientific laboratories	4	8.0	2	4.0	Students are unprepared for subject	11	22.0	11	22.0
Playground for children	3	6.0	4	8.0	No cooperation from other teachers	1	2.0	1	2.0
Sitting facilities for teachers	2	4.0	5	10.0	No freedom of working	11	22.0	2	4.0
Drinking water facility	6	12.0	5	10.0	New teaching method	1	2.0	2	4.0
Computer lab availability	4	8.0	2	4.0					
Food facilities	5	10.0	5	10.0					
All computer in working condition	5	10.0	4	8.0					
Total	50	100.0	50	100.0	Total	50	100.0	50	100.0

Source: Computed from Primary data

It has been observed from the table 3 that majority of the respondents from government school had enjoyed the enough class size, internet/wife and drinking water facilities, whereas, the private teachers enjoyed the sitting facilities for students, internet/WiFi and smart classroom facilities. The majority of the government teachers faced lack of parental cooperation; students were not prepared to the subject, and no freedom for working kind of environment in the school. At the same time, majority of the private teachers faced the nuances of teachers using phones in the classrooms during the lecture, lack of parental cooperation and students were not prepared for the subject kind of environment.

**Table 4: The Chi Square Table for Facilities and Both the Sector**

Facilities	Sector		Total	Chi square Value
	Government	Private		
YES	18	21	39	0.378
NO	32	29	61	
<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>	

Source: Computed from Primary data, (\*\* Significant at 0.05 level)



From the above table, it has been observed that there is no significant difference between private school teachers and government school teachers on the variable school facilities. From the table 4, the calculated chi-square value 0.378 found to be not significant, because, the generated value is less than the table value (3.841).

**Table 5: The Chi Square Table for School Environment and Both the Sector**

Environment	Sector		Total	Chi square Value
	Government	Private		
YES	17	18	35	0.044
NO	33	32	65	
<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>	

**Source:** Computed from Primary data, (\*\* Significant at 0.05 level)

There is no significant difference between private school teachers and government school teachers on the variable school environment table 5. From the table 5, the calculated chi-square value 0.044 found to be not significant, because, the generated value is less than the table value (3.841)

**Table 6: Problems Faced By Government and Private Teachers**

	Government		Private	
	Frequency	Percent	Frequency	Percent
SALARY PROBLEM	21	42.0	15	30.0
PARENTS ARE LESS CONCERN ABOUT THEIR CHILD	3	6.0	6	12.0
UNNECESSARY FUNCTIONS	14	28.0	-	-
SITING AFTER SCHOOL HOUR IS NOT GOOD	3	6.0	-	-
STUDENT BECOME OVERLY DEPENDENT ON TEACHER	9	18.0	-	-
SOMETIME STUDENT HAVE NO INTEREST IN STUDY	-	-	6	12.0
TIMING PROBLEM(8 TO 5)	-	-	6	12.0
LEAVE PROBLEM	-	-	9	18.0
TEACHEBOND SYSTEM	-	-	5	10.0
TEACH AND GO OUTSIDE FOR SCHOOL WORK	-	-	1	2.0
NO COOPERATION FROM PRINCIPAL	-	-	1	2.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>50</b>	<b>100.0</b>

**Source:** Computed from Primary data

Regarding the problems faced by government teachers, it has been found that majority of 21 (42%) and 14 (28%) said the teachers faced the problems like salary and unnecessary functions like students become overly dependent (18%) on the teacher, every parents should take care of their child (6%) and sitting after school hour is not good (6%). At the same time, problems faced by the private teachers are salary problem (30%) and leave problems (18%), followed by students have no interest in study (12%), timing problems (12%), parents were less concerned about their children (12%), teacher bond system (10%), teach and go outside for school work (2%) and no cooperation from Principal respectively (2%).

## CONCLUSIONS

The results show that there is no significant difference between private school teachers and government school teachers on the variable school facilities and also, there is no significant difference between private school teachers and government school teachers on the variable school environment. Though there is no significant difference between government and private school teachers, still they were facing problem like salary, unnecessary functions and leave problem.

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